

# Administrator's Guidelines for a Kindergarten Classroom

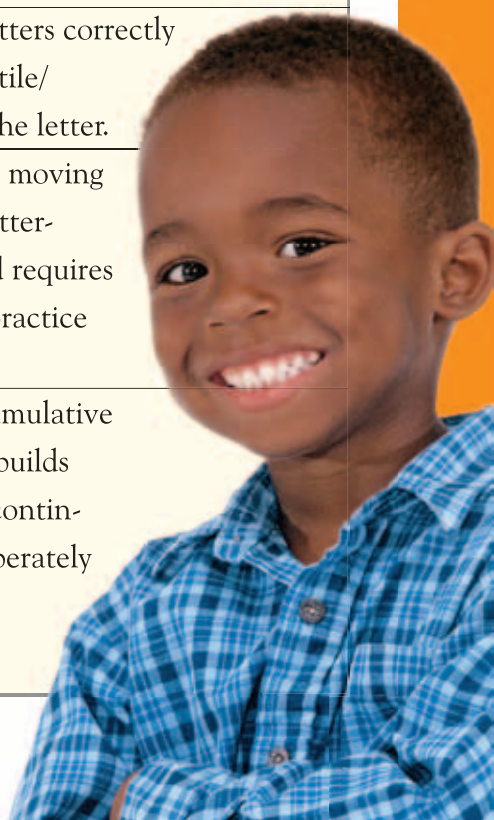
What can I expect to see in a Superkids kindergarten classroom?

## What can be expected

## Why this is important

The teacher . . .	
✓ Teaches the program for about 60–90 minutes each day.	Superkids is a comprehensive core reading program. There is no need for additional materials for spelling, handwriting, grammar, usage, mechanics, and expressive writing.
✓ Uses only the Superkids program materials for reading instruction.	
✓ Teaches all the Student Book pages for each unit in the order given.	Skills are built sequentially and cumulatively over the course of the year.
✓ Teaches the Daily Routines in each lesson.	Daily Routines provide real-time assessment of children's progress, which allows a teacher to reinforce or reteach as indicated.
✓ Teaches all the steps in each lesson.	Skills are built sequentially and cumulatively over the course of the lessons.
✓ Teaches only one sound for each letter as presented in the lessons.	Children need to understand a reliable system for unlocking the alphabetic code. Learning only one sound for each letter allows them to decode by blending letter sounds, left to right, through the word.
✓ Explicitly teaches letter formation and provides monitored practice in handwriting.	Learning to form the letters correctly provides a powerful tactile/kinesthetic imprint of the letter.
✓ Practices blending with students <b>at least 10 minutes a day</b> , beginning with the <i>Meet the Superkids</i> Student Book for Unit 6-S.	Blending is THE key to moving from simply knowing letter-sounds to decoding and requires deliberate, purposeful practice daily.
✓ Listens to students blend independently.	
✓ Uses the <i>Big Book of Blending</i> if she has it.	The program is both cumulative and spiraling in that it builds skills sequentially and continually reviews skills deliberately and purposefully.
✓ Keeps a purposeful pace based on student progress, while understanding that mastery of each lesson by each student is not required to continue.	

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## What can be expected

## Why this is important

The teacher . . .	
✓ Provides differentiated instruction—for example, guided reading using Superkids materials, Ten Minute Tuck-ins, literacy centers, and individuals meeting with teachers or engaged in seatwork.	Superkids is taught best using whole-group instruction for core, grade-level skills. Superkids is taught best using small-group instruction during guided reading—using Superkids materials—and as needed for reinforcing core skills.
✓ Provides meaningful independent work and provides feedback and correction on independent work.	“Practice makes permanent.” Children’s work should be monitored and reviewed to ensure they are working with accuracy.
✓ Reads aloud to children every day.	Children need to hear rich models of fiction and nonfiction to develop listening comprehension.
✓ Sends home completed Superkids Student Books, take-home letters for parents, and additional work generated from the curriculum.	A home-school partnership is an important bond in opening lines of communication as well as providing for practice and reinforcement at home.
✓ Uses appropriate progress assessments. ✓ Reviews children’s work each day.	Superkids provides many avenues for informing teachers of students’ needs: Daily Routines, Student Books, and guided reading. These informal assessments can be combined with the formal assessments in the program as well as school or district assessments.
✓ Listens to students read on a regular basis—once they are reading—using the program’s student materials with phonetically controlled vocabulary.	Students need continual practice applying the phonetic elements they have learned in connected text. Program text should be used because it reinforces the system of phonetics the children have been taught.
✓ Uses the Superkids libraries for understanding stories and for reading practice.	Once children are reading, students need multiple opportunities to apply their reading skills, and teachers need multiple opportunities to hear them read. The library books are phonetically controlled to ensure students are getting adequate practice with skills that have been explicitly taught.



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